

Oral Presentation

The GLOBE Programme and Art

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1. How can we include Art in the GLOBE Programme?

As all of us know, the GLOBE Programme is very popular all over the world. The scientific methods, which are worked out by scientists and experts of the GLOBE Programme, are also popular among the students. But, when the magic of novelty wears off, the tasks may grow routine-like and monotonous. That could be balanced out if we allowed the humanities in general and art in particular to gain ground in our Project. As a result, the efforts to get to know our cosmos, which recently tend towards rationality and science-centeredness, could be offset. Additionally, the duties would be more variegated and enjoyable and our participants would have an insight into the theme from a broader perspective. Also, the range of those involved in the Programme would be widened because not only people with a scientific focus but those with an interest in the humanities could join the Programme. Given the fact that the countries involved in the GLOBE Programme represent a vast assortment of cultures, traditions and art, this is a positive value that ought to be turned to good account for the noble cause of both the Project and environmental education.

2. Why Art?

Beside science, art is another way of getting to know the universe. Art grasps the essence of things which can be neither comprehended nor measured by science in the traditional method. To give a few examples, let me refer to the effect of music, the sight of paintings and the enjoyment of theatre plays. Science, guided by rationality, employs empirical methods. By contrast, art takes the emotional and the intuitive approach. That is why full-scale knowledge necessitates both scientific analysis and artistic synthesis. Both approaches are equally important and complementary, just as both hemispheres of the human brain can only function properly in the framework of cooperation. As we know, the right hemisphere does the duty of seeing, imagining, creating, displaying a high level of musical talent, churning out new ideas and hypotheses. The left hemisphere is responsible for speech, sense of time, self-awareness and algebraic thought. All the hypotheses and ideas invented by the right hemisphere are handled by the left hemisphere as its own.

One gains the ability to be effective if one alternates between the application of both hemispheres, e.g. in case one listens to music following mental activity. That brings about a state of being relaxed and refreshed. In addition, scientific research proves that those applying this method are much more effective since structure, proportion, measure, rhythm and order, characterising works of art, turn into the author's demand. Well-known are those individuals that were at once scientists and artists, equally successful in both fields, e.g. John James Audubon, of

the United States of America, having done research on the bird population in North America in the 1700s and preserved his observations for posterity in artistic paintings, Ms. Vera Csapó, of Hungary, having followed suit in botany, Albert Schweitzer, simultaneously a famous physician and an organist, Albert Einstein, both a scientist and a talented violinist.

Art is about an interaction between the author and the recipient of artistic values. The comprehension of an artwork is complemented with intuitive, emotional identification and association. Catharsis, conveying the powerful message ‘Alter your life.’, fashions the recipient’s thoughts, emotions and attitudes. It also refines her or his taste and gives her or him the faculty to differentiate between the valuable and the worthless. Accordingly, artistic education can work effectively towards environmental education and the ecological outlook.

3. The Hungarian Model

One year following our accession to the GLOBE Project, in 2000, I worked out a concept which was about the inclusion of art in the GLOBE Programme. After the concept had received approval from the experts and the Ministry, we made it available to our participating schools in Hungary. Consequently, the concept has gained wide popularity. There have been submitted more artistic applications than scientific applications. Besides, a number of paintings and graphic artworks, nature photographs, short stories and poems have been authored. As a result of the participation of students with an interest in the humanities, interest in the GLOBE Project has intensified exponentially.

Encouraged by our success, I elaborated my suggestions for the international GLOBE Programme as well, proposing the inclusion of culture and art. I made my proposals public to the members of the central corresponding list, within the framework of 9 paragraphs. At first, I presented the artworks of some students to the Poster Exhibition of the 7th GLOBE Conference in Chicago. Then, in 2003, we staged an artistic exhibition at the Youth Festival in Croatia with a number of nations represented. In the evenings over the event, we enjoyed the presentations and performances of the representatives displaying music, dance, folk costumes and traditions. Despite the success, art has not been officially integrated in the GLOBE Programme. However, I hope that this issue will soon take a positive turn.

4. Suggestions and Strategy

Encouraged by the success achieved so far, I suggest that art and culture should be included in the GLOBE Programme. Should we employ the holistic method, our outlook on the world would become complete and harmonious, the Programme would appeal to more people and enrich all of us.

With regard to the above, I am making the following proposals:

1. Setting up GLOBE’s Artistic Expert Group.
2. Let the Art Project be counted among GLOBE’s protocols.
3. Let there be cooperation between GLOBE’s scientific team and the Art Group in improving environmental awareness.
4. The Art Group should elaborate its methods to support environmental education.

5. Let GLOBE's Head Office encourage GLOBE students to create works of art, e.g. drawings, paintings, photographs, poems and songs. Besides, let the Head Office ensure an opportunity to present those artworks on Internet websites, at conferences, at other events and in publications.
6. At teacher's further training workshops, let us make art a subject of teaching.
7. Let us encourage GLOBE's adult participants to demonstrate their artistic activity.
8. At GLOBE's annual conferences, we should permit the representatives of science and art to share their achievements in environmental education as equal partners. That is in an effort to facilitate communication, an interchange of views, recognition of each other's activities and cooperation.
9. Let us use GLOBE's conferences as an opportunity for the representatives of the various nations to present their countries' art and culture, e.g. folk costumes, folk music, folk dance and folk art.

5. My Personal Experience

As an artist, it is out of conviction that I attach importance to the above suggestions. Based on the example that I have set, I state that since I was born, I have been looking upon the world with the sensitive eyes of an artist and have approached the protection of nature and environmental protection from an emotional perspective. It is my sensitivity of this sort that has enabled me to experience the problem and to feel compassion for nature's defenceless creatures. It is the same sensitivity that has led me to approach the cause of the protection of nature and environmental protection from three aspects: science, education and art.

- Science: During my Ph.D. studies, I am doing scientific research on education in general and on the opportunities to change the environmental philosophy in particular.
- Environmental education: in 1989, I set up an NGO called Green Heart, a Youth Movement for the Protection of Nature, which now has over 17,000 registered members.
- Art: I belong to 3 different art groups and I have displayed my paintings and graphic works of art in several exhibitions. I have always used my paintings to draw people's attention to nature's values and to the importance of environmental protection. You can view my paintings on the following websites:

<http://orgovanyi.superweb.hu>

orgovanyianiko.freeweb.hu

www.artitude.hu

End of Presentation